

# Information for the Board of Education's Kindergarten to College Workgroup January 31, 2008

(Prepared by Carol Juneau, Chair, Education Committee,  
National Caucus of Native American State Legislators)

<b>Report by the National Caucus of Native American State Legislators (NCNASL) on Closing the Achievement Gap for American Indian, Alaska Native, and Native Hawaiian Student</b>
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Report is in draft stages  
A look at some of the research on the Achievement Gap  
A look at some of the policy recommendations

Information in this presentation to the Kindergarten to College Workgroup is taken from NCNASL's Research Report reported by the Caucus' lead researcher, Chris Lohse at the Educational Summit September 28, 2007 and from the draft report that is being developed by the National Caucus of Native American State Legislators.



Website for data presentation: [www.ncsl.org/print/statetribe/NAEdSummit907.pdf](http://www.ncsl.org/print/statetribe/NAEdSummit907.pdf)

## National Caucus of Native American State Legislators (NCNASL)

Formed in 1992 with 78 members from 16 states. NCNASL goals include

- Providing a forum for discussion and increased communications among Native American Legislators
- Increasing awareness of the diverse Native Culture in the United States
- Supporting the establishment and maintenance of state-tribal communications to encourage open dialogues, understanding and cooperation.
- Acting as an advisory board for the National Conference of State Legislatures on issues affecting Native Americans.

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## NAEP Data Used (National Assessment of Educational Progress)

Data reflects Indian Education statistics from 11 States that had significant data for statistical analysis.

“NAEP data is used as it is considered the gold standard for large-scale assessments in the United States. It is our nation’s only source of data that compares the academic performance of students in all 50 states, the District of Columbia and Department of Defense Schools.”

## NIES – National Indian Education Study (Based on Executive Order 13336)

[www.nces.ed.gov/nationsreportcard/nies/L0800.asp](http://www.nces.ed.gov/nationsreportcard/nies/L0800.asp)

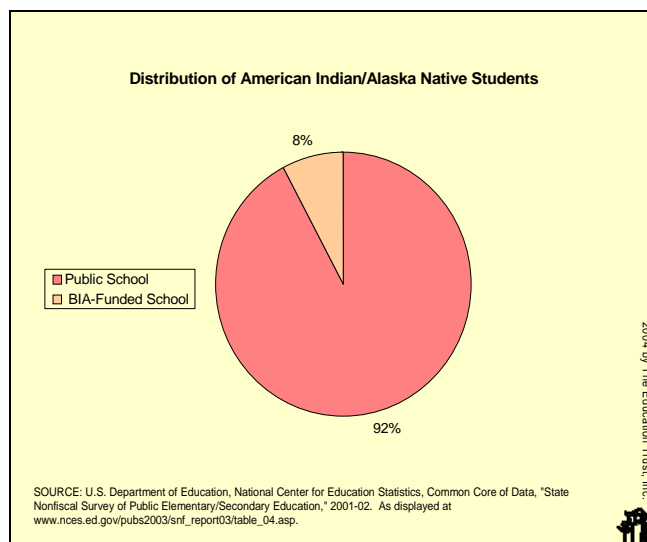
This data is also reflected in this report. NAEP oversampled Native Students for the NAEP as a result of the Executive Order on Indian Education. Conducted by the National Center for Education Statistics for the US Department of Education.

Alaska, Washington, Oregon, Montana, North Dakota, South Dakota, Minnesota, Arizona, New Mexico, Oklahoma and North Carolina.

## Focus of the Report

Grades K-12, Public Schools in the United States

92% of AI/AN students attend public Schools (NCES 2001-02)  
8% of AI/AN students attend BIA schools (NCES 2001-02)



Following slides are excerpts from the Research completed by Chris Lohse, principal researcher for the NCNASL.

**Table 1. States with the largest American Indian and Alaska Native K-12 student populations<sup>i</sup>**

Oklahoma	120,122
Arizona	67,498
California	50,758
New Mexico	36,210
Alaska	35,393
Washington	27,208
North Carolina	20,463
Minnesota	17,400
Michigan	16,675
<b>Montana</b>	<b>16,422</b>

**Table 2. States with the largest concentrations of American Indian and Alaska Native K-12 student populations<sup>ii</sup>**

Alaska	26.55%
Oklahoma	18.92%
<b>Montana</b>	<b>11.29%</b>
New Mexico	11.08%
South Dakota	10.47%
North Dakota	8.63%
Arizona	6.17%
Wyoming	3.54%
Washington	2.64%
Oregon	2.35%

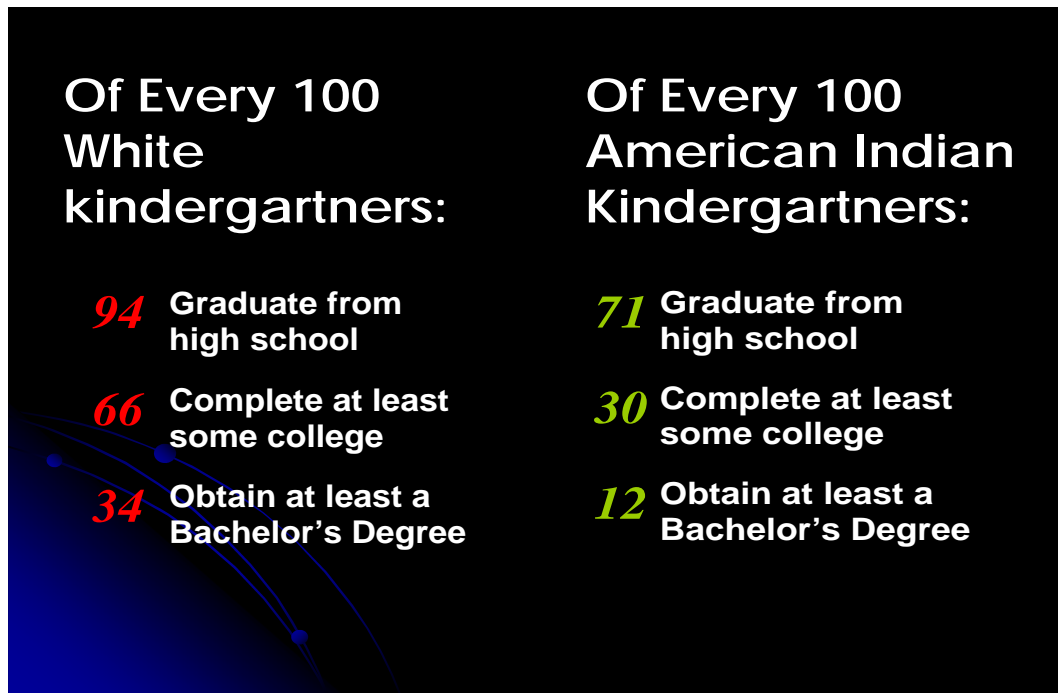
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<sup>i</sup> Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education" , 2005-06 v.1a

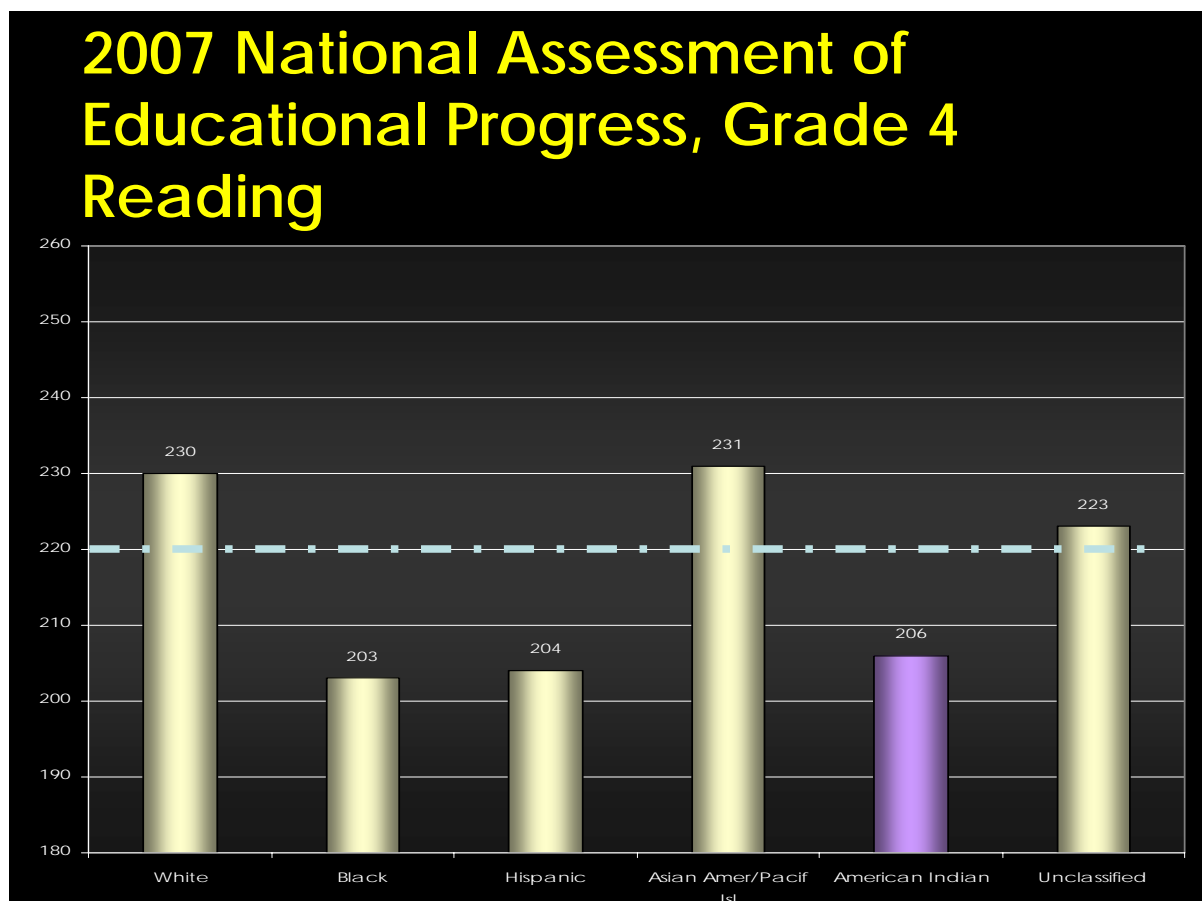
<sup>ii</sup> Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education" , 2005-06 v.1a

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From the Education Trust:



## Slide 5 – 2007 NAEP – Grade 4 Reading



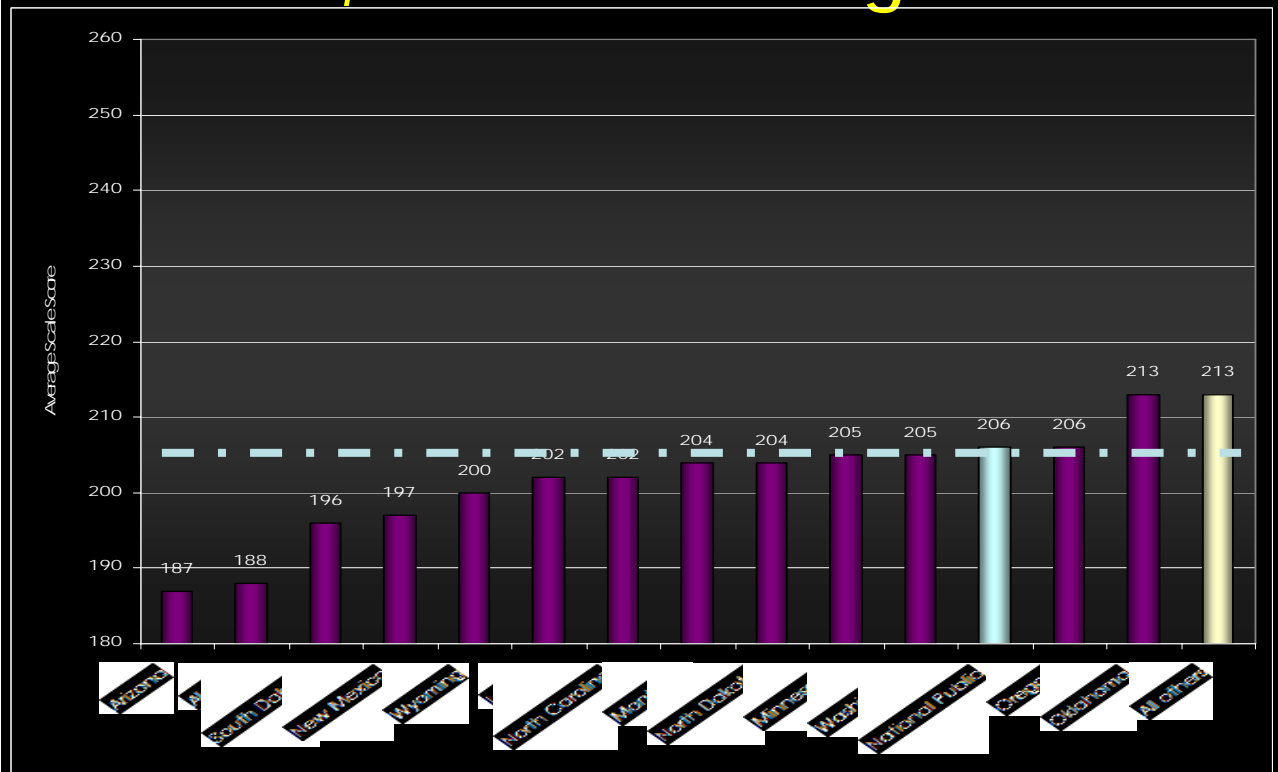
**Every 10 Points is roughly equivalent to a grade level of learning..**

$$\begin{array}{r} 230 - \text{White} \\ -206 - \text{American Indian} \\ \hline 24 \end{array}$$

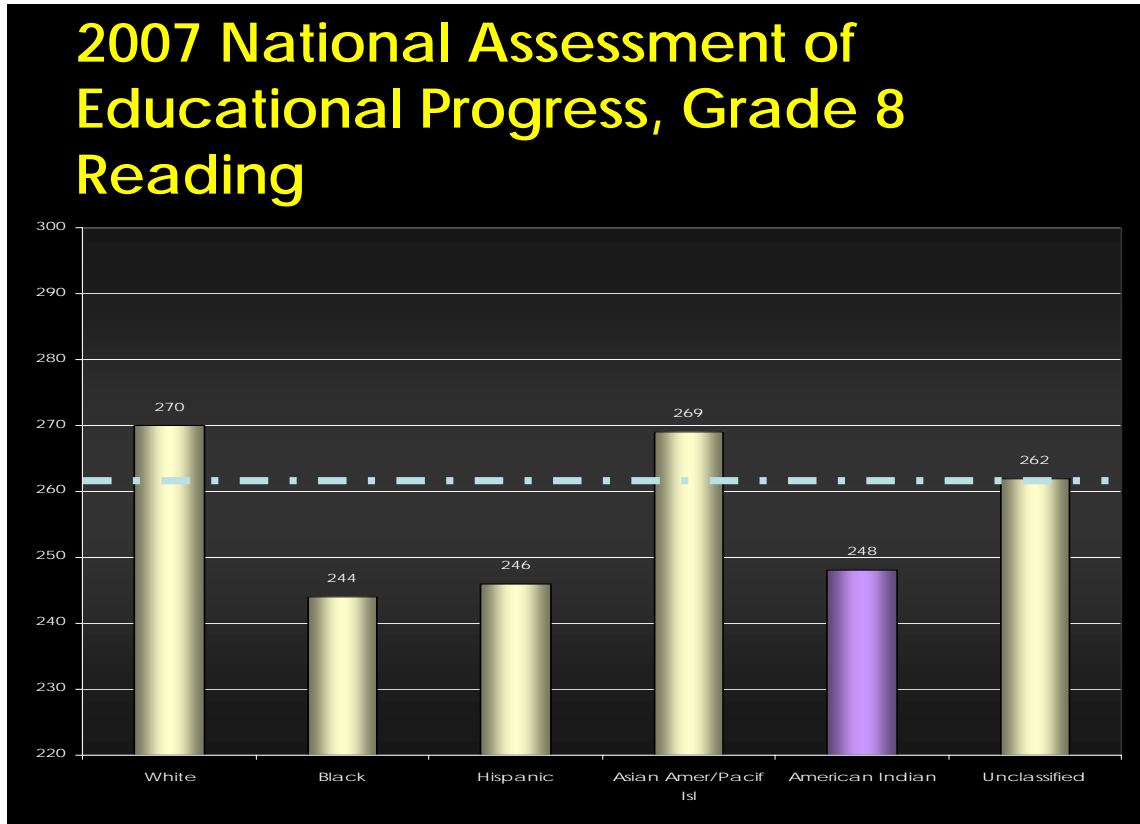
↓  
**American Indians 2.4 grade levels behind**

Slide 14 – 2007 NAEP – Grade 4, Reading – NIES

## Achievement in States with Low Concentrations of American Indian Students, Grade 4 Reading



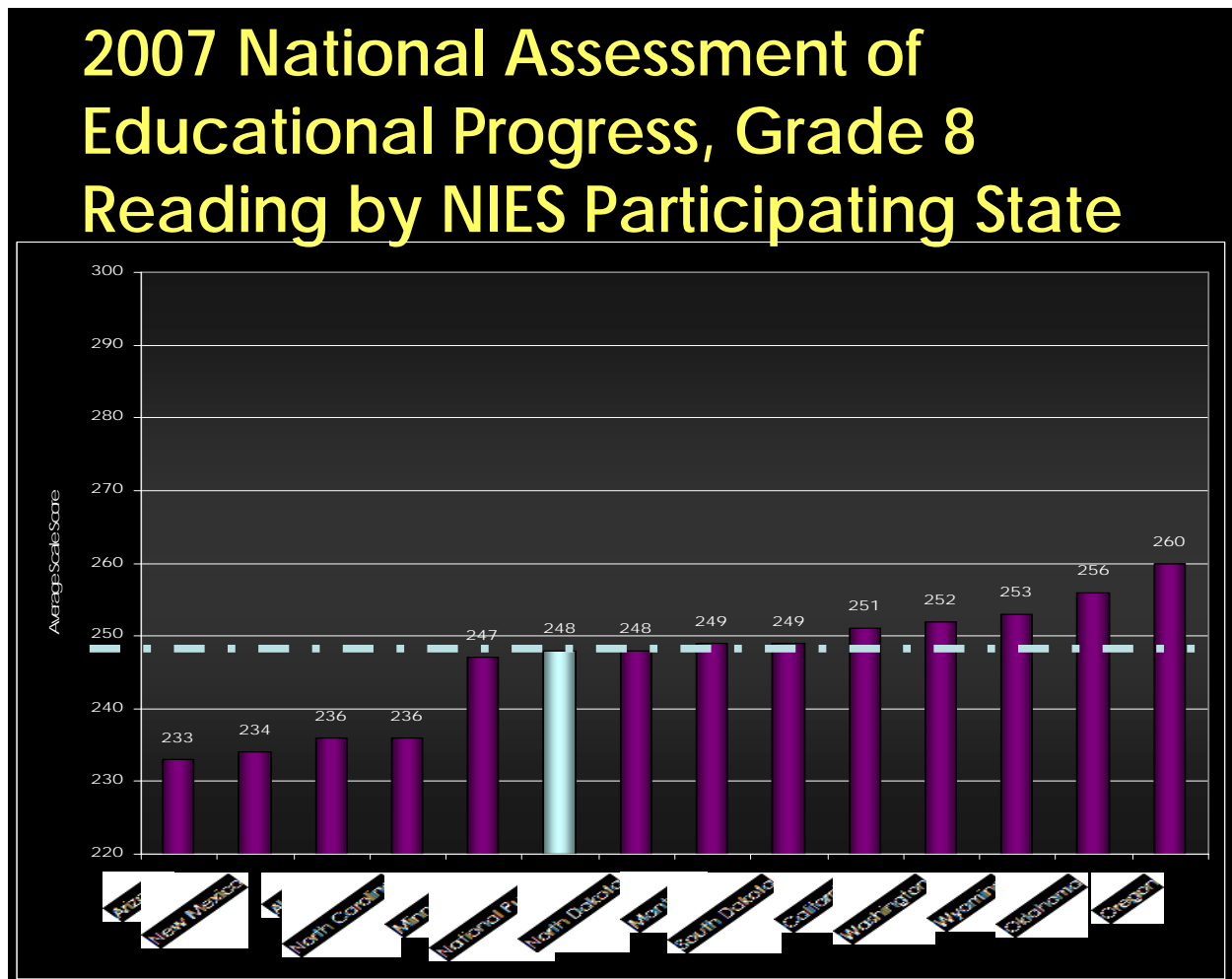
## Slide 7 – 2007 NAEP – Grade 8 Reading



$$\begin{array}{r} 270 \\ -248 \\ \hline 22 \end{array}$$

2.2 Grade Levels behind

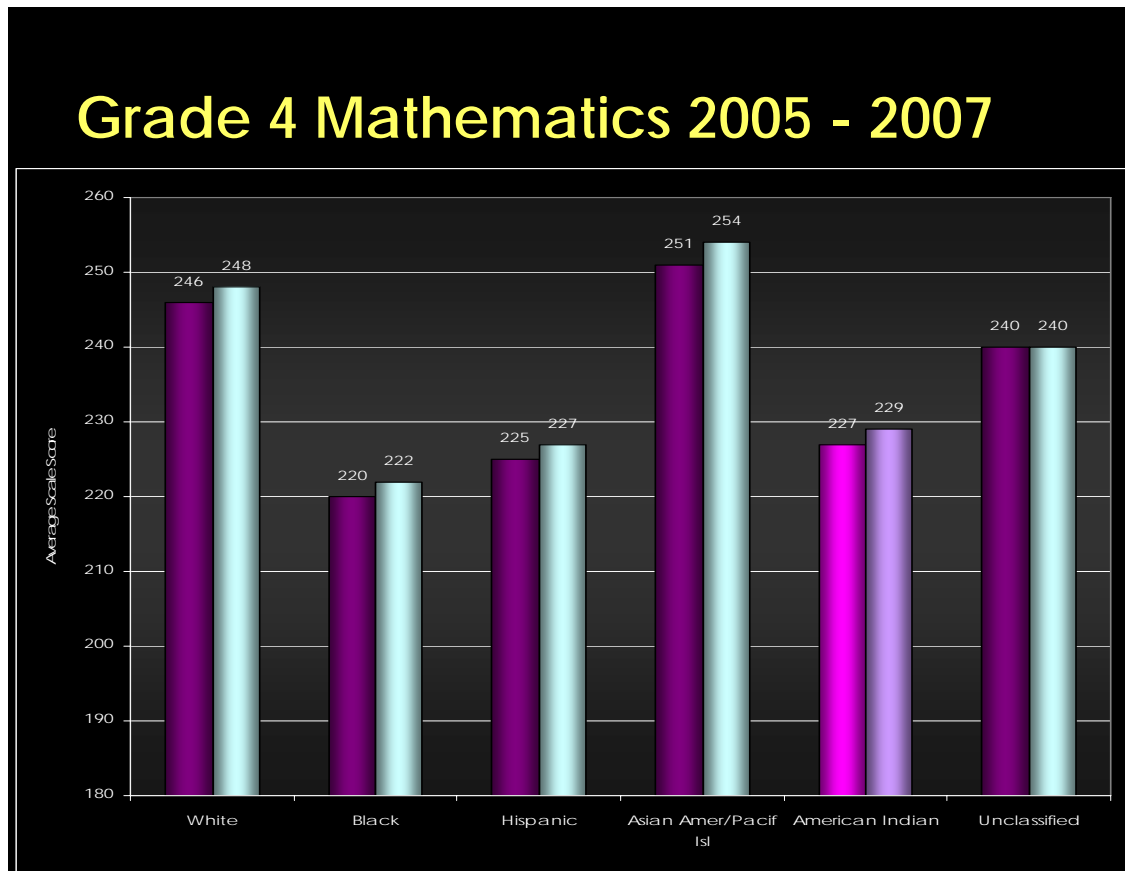
Slide 16 - 2007 NAEP – Grade 8 Reading - NIES





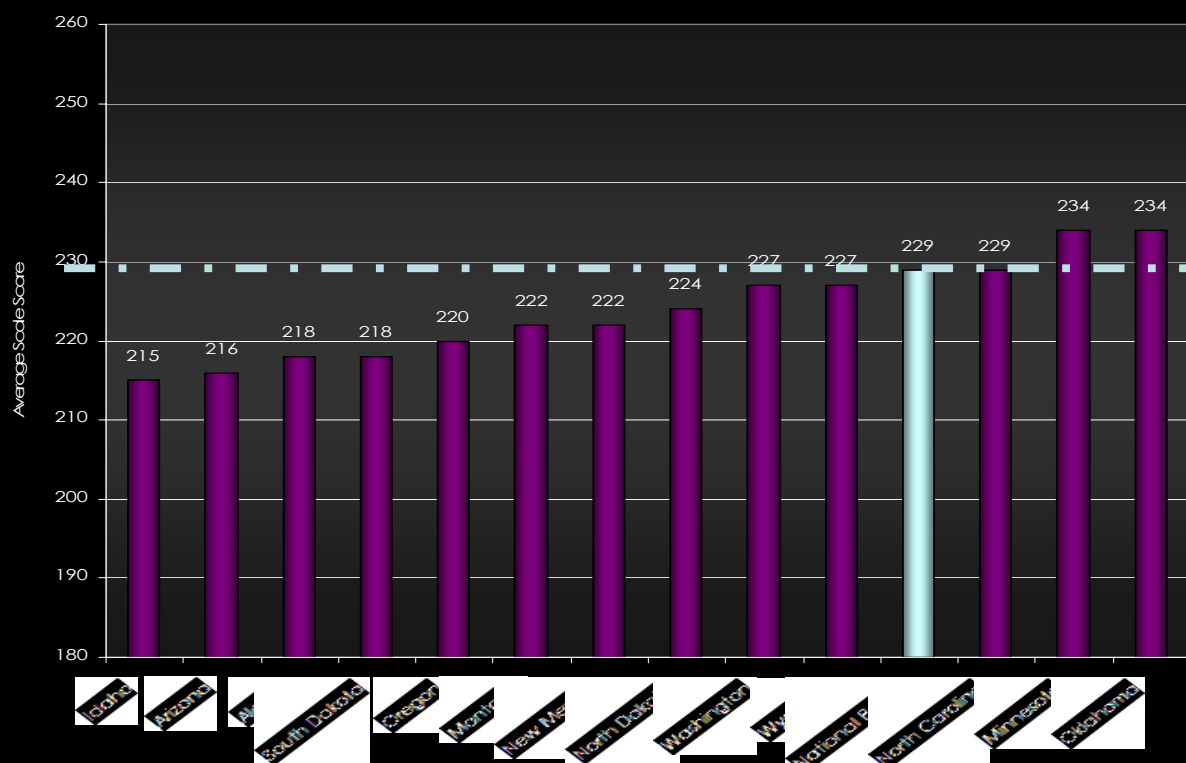
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## Slide 10 – 2005-2007 Grade 4 Math comparisons

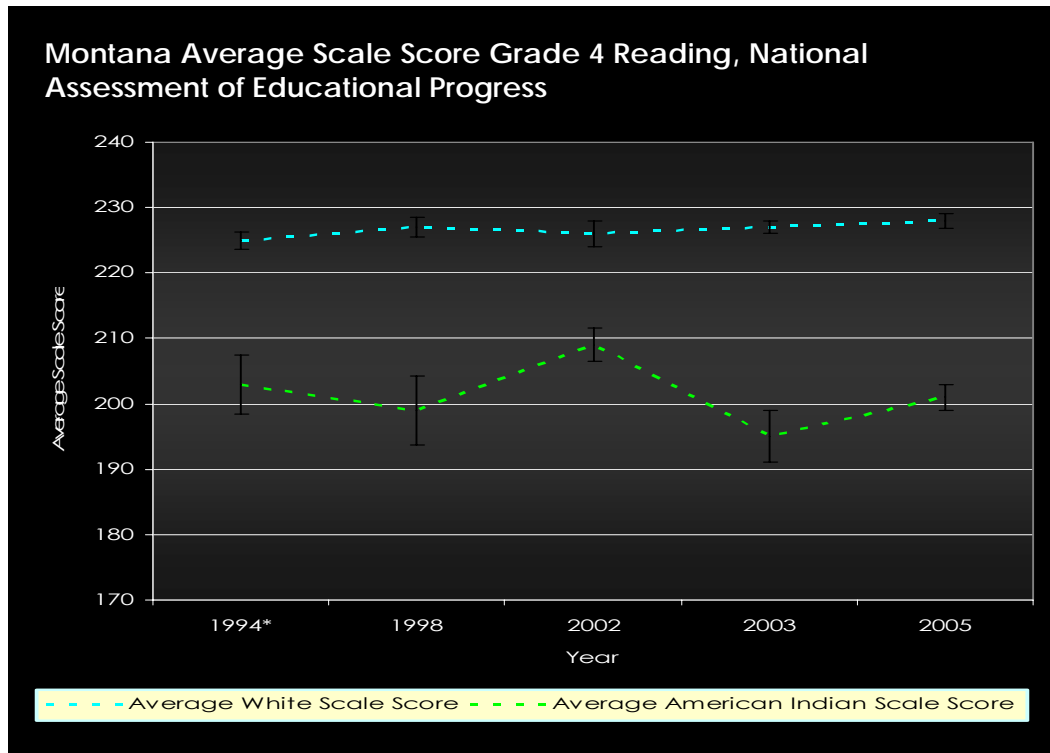


## Slide 15 – 2007 NAEP – Grade 4, Math - NIES

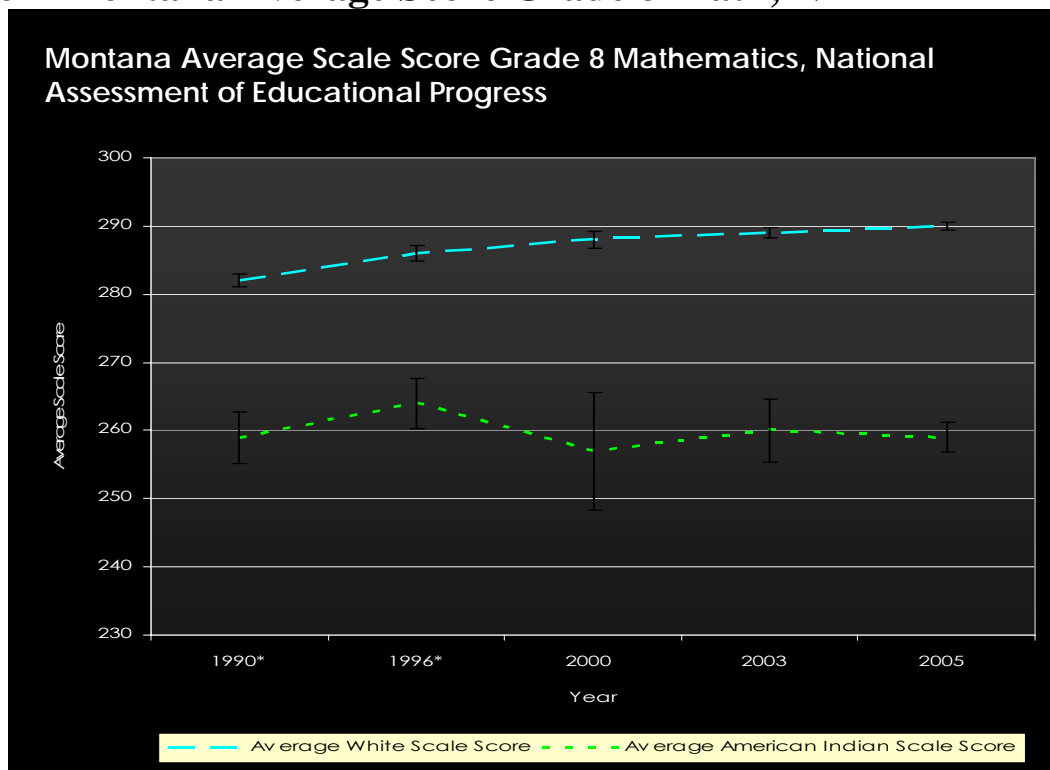
### 2007 National Assessment of Educational Progress, Grade 4 Mathematics by NIES Participating State



## Slide 53 – Montana Average Score Grade 4 Reading, NAEP



## Slide 56 – Montana Average Score Grade 8 Math, NAEP



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## Slide 114 – CRT – Montana Reservation and Urban Districts – AI Scores

### 2006 Criterion Referenced Test (CRT) Weighted Averages

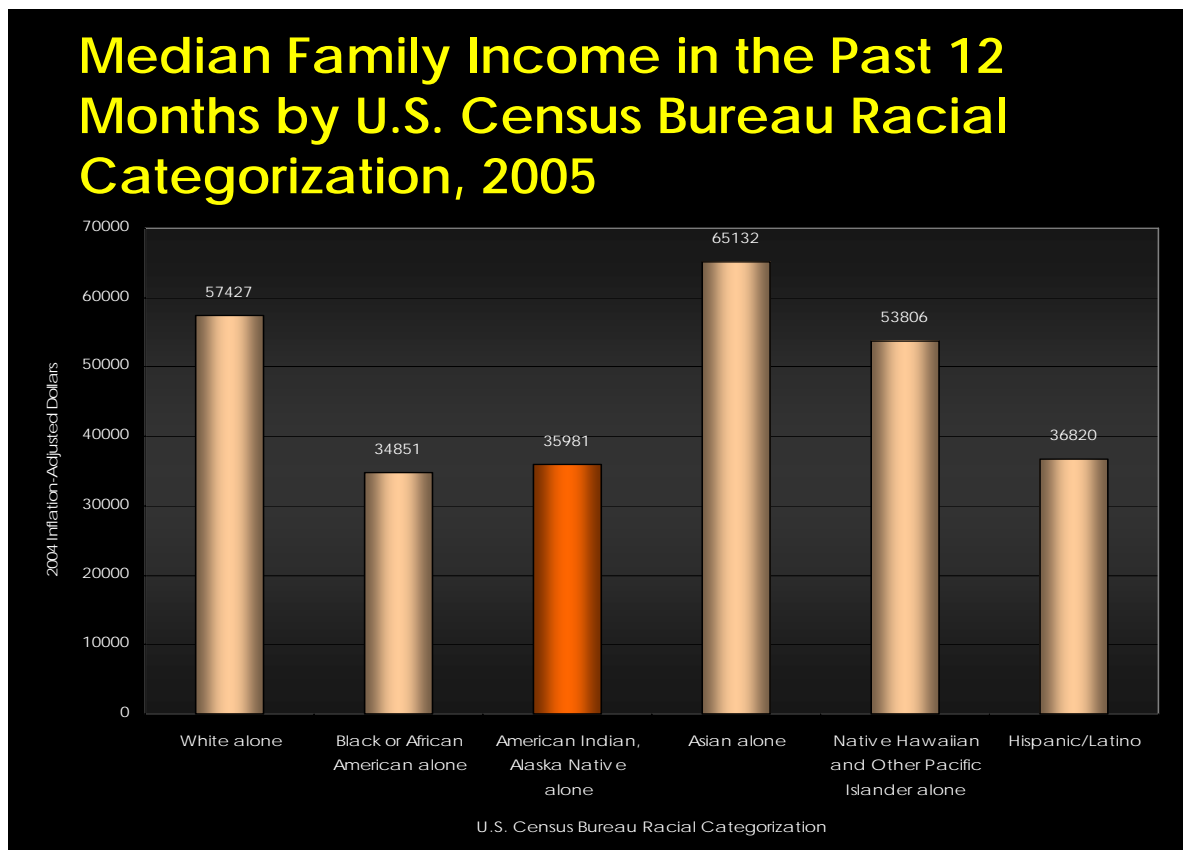
By reservation and urban districts

Average of American Indian student scores in grades 3-8 & 10 combined

	Reading	Math
Fort Peck (Poplar, Brockton, Wolf Point, Frazer, Frontier)	43	25
Fort Belknap (Harlem, Hays-Lodge Pole)	42	21
Rocky Boy (Box Elder, Rocky Boy)	51	22
Blackfeet (Browning, Heart Butte)	37	13
Northern Cheyenne (Lame Deer)	27	4
Crow (Pryor/Plenty Coups, Lodge Grass, Wyola, Hardin)	33	15
Flathead (Arlee, Ronan, St. Ignatius, Polson, Dixon, Hot Springs, Charlo)	64	41
Great Falls	66	51
Missoula	63	37
Billings	58	44
Havre	66	39
American Indian student state average	54	34
White student state average	82	65

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**Slide 39 – Median Family Income in past 12 months by US Census Bureau Racial Categorization, 2007**

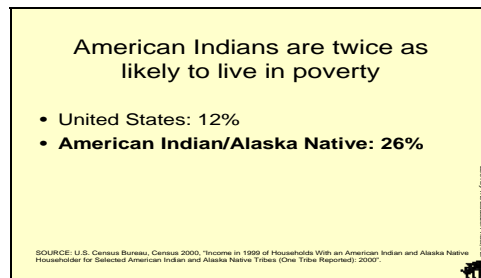


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## Slide 40 – Why Poverty Matters

**For Students of Color, Poverty is more likely to be:**

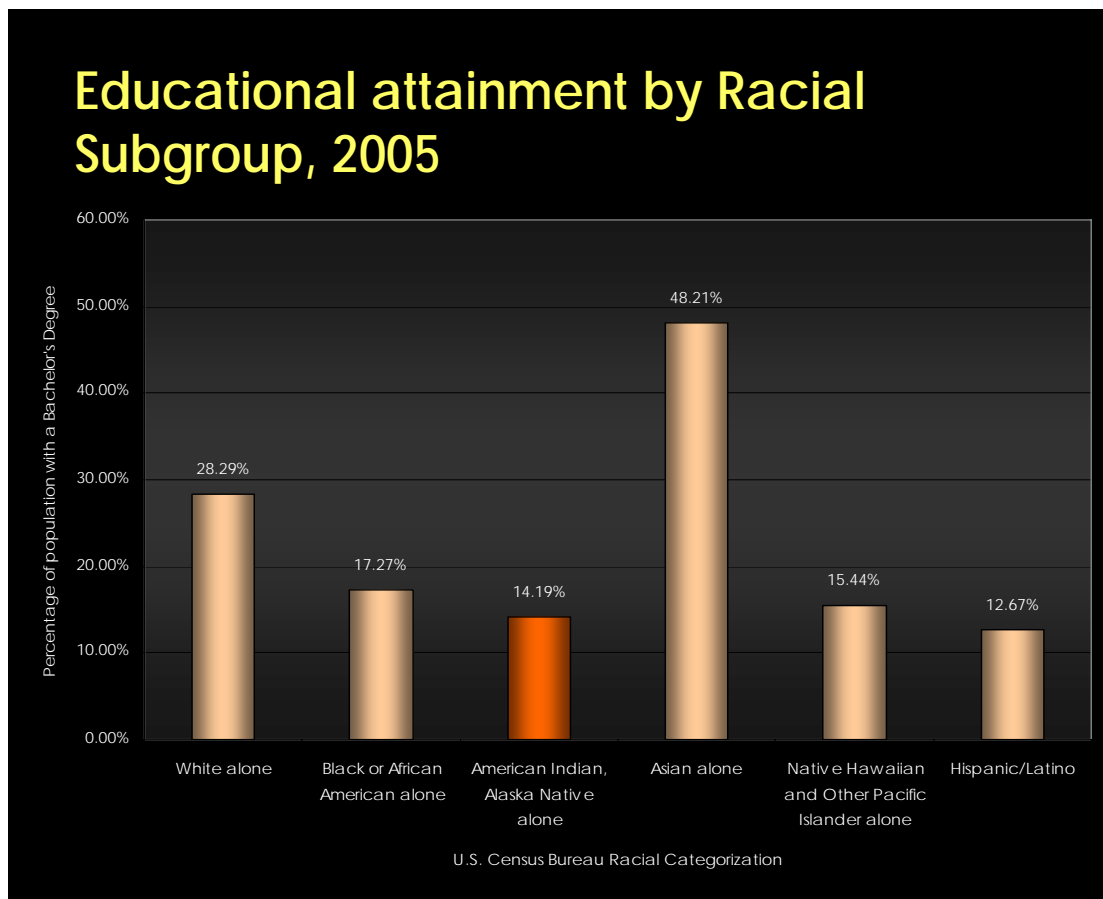
- **Concentrated**
- **Isolated**
- **Generational**
- **Deep**



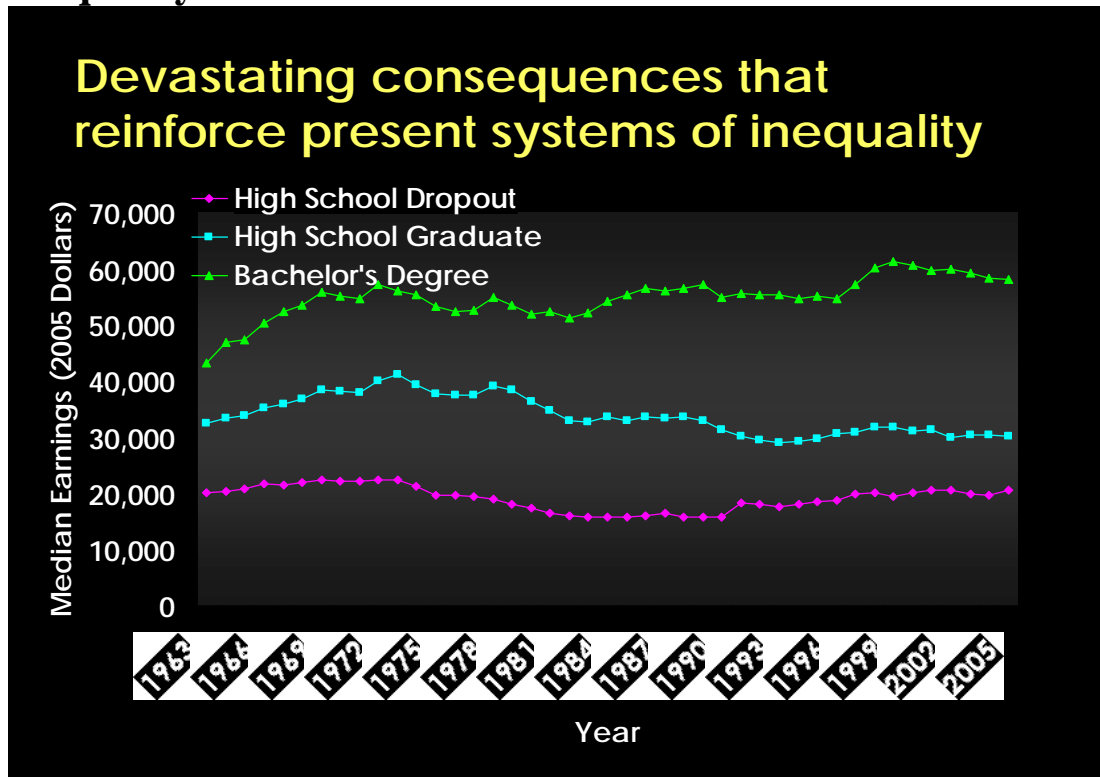
## Why Poverty Matters...

- Poor kids have less access to appropriate health care.
- Poor kids have less access to enriching out-of-school educational experiences – trips to museums, rich educational programming, educational toys, and board games.
- Poor kids have less access to parents who are savvy in childhood development.
- Poor kids have less contact with adults who utilize a robust vocabulary.
- Poor kids have less access to parents with leisure time. Leisure time permits home instruction in early phonic awareness.
- Poor kids have less access to parents with an ability to assist with homework.
- Poor kids are less likely to have a quiet, well-equipped place to study.
- Poor kids are more likely to have responsibilities in the home that limit time available for homework.
- Poor kids are more likely to come from homes where parents have a negative feeling about school.
- Poor kids are more likely to come from a home where a parent has been incarcerated, leading to feelings of embarrassment, and inadequacy.
- Poor kids are more likely to come from homes that experience

## Slide 41 – Educational Attainment by Racial Subgroup, 2005



## Slide 127 – Devastating Consequences that reinforce present system of Inequality



## Slide 134 – Curricular Access in Montana (AP)

### Curricular access

Number of Advanced Placement Tests administered last year: 2,822

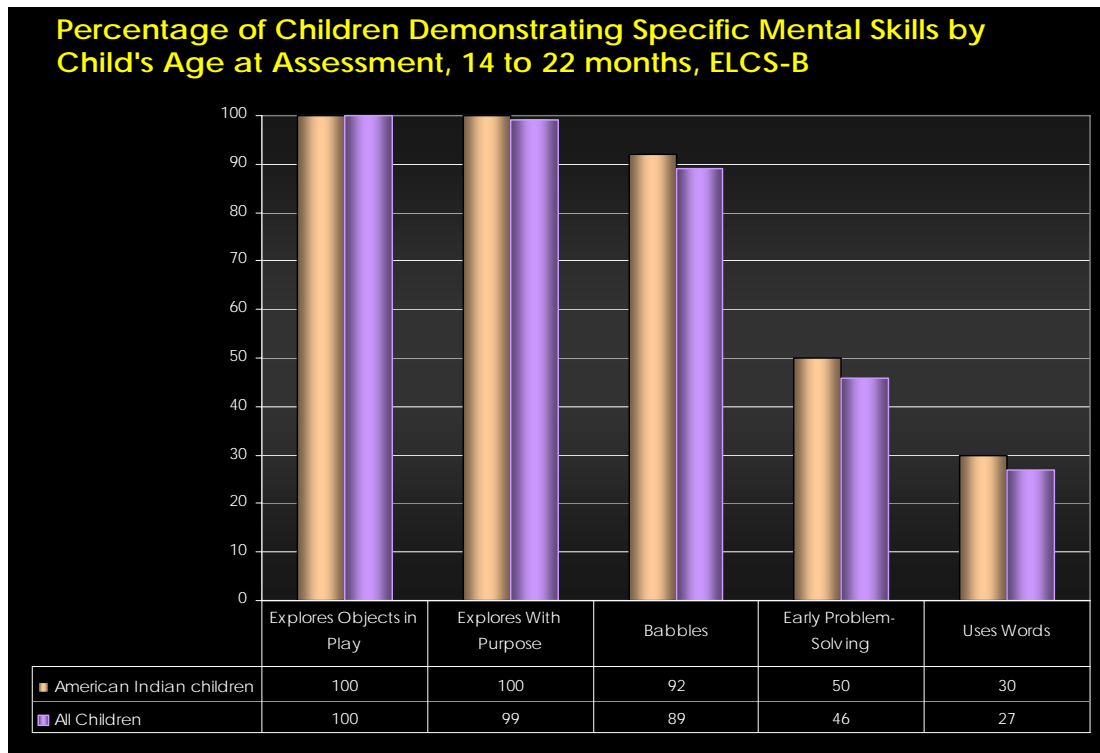
Number of passing scores: 1,853

Number of AP Tests administered to American Indian students last year: 19

Number of passing scores obtained by American Indian students: 3



**Slide 148 – Percentage of Children Demonstrating Specific Mental Skills by Child's age at assessment, 8, 9, 10 months, ELCS-B**

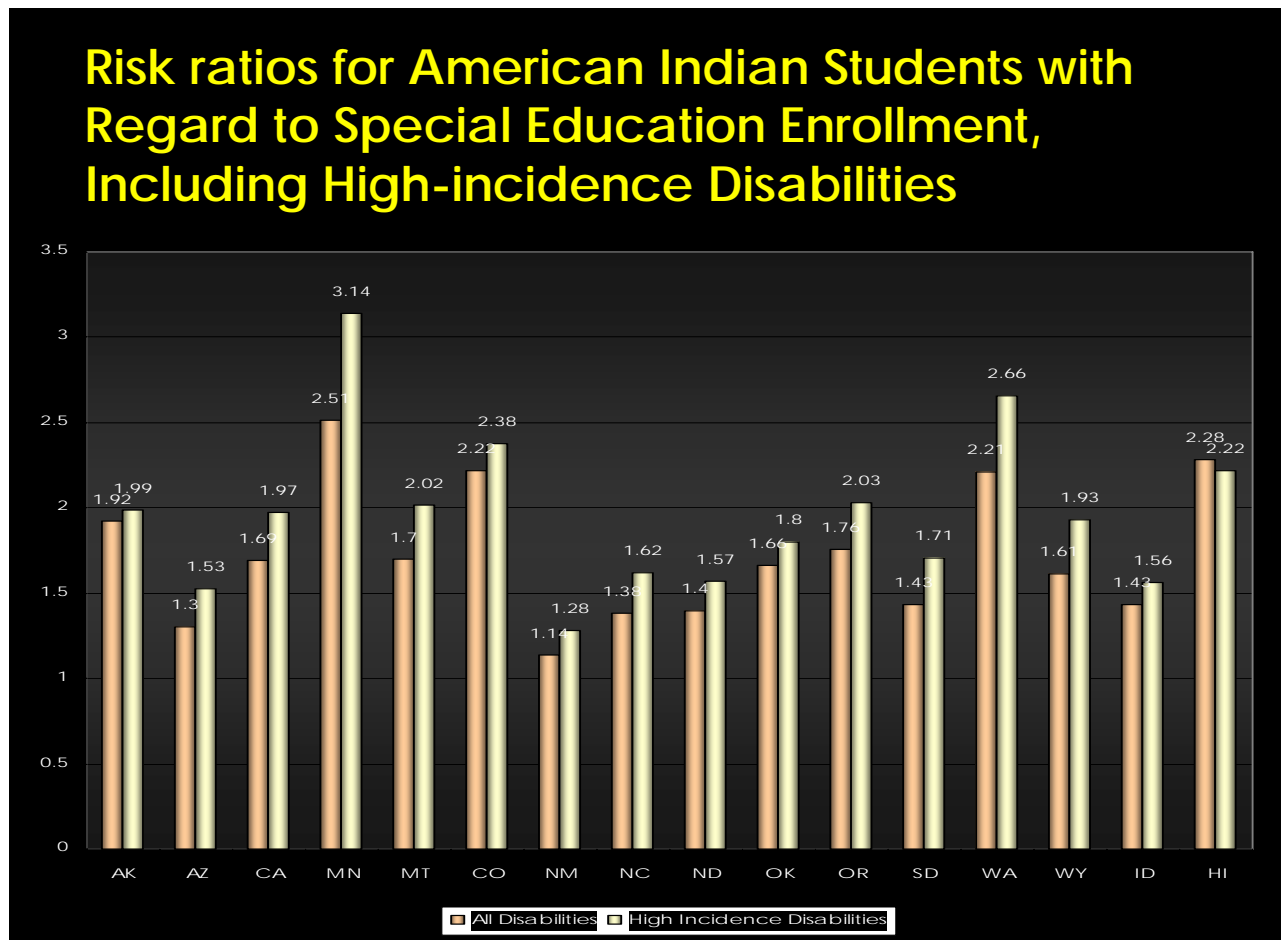


**Slide 122 – What's a Risk Ratio**

- **Risk ratios:**
  - **# of AI students (DO) / # of AI students**
  - **# of ALL students (DO) / # of ALL students**
- **Value greater than 1 means more risk for group**
- **E.g. A value of 1.37 for expulsion among Hispanic students means Hispanic students would be 37% more likely to be expelled**

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## Slide 124 – Census Count Risk Ratios for American Indian Students With regard to Special Education Enrollment



### School Expulsion - Risk Ratio

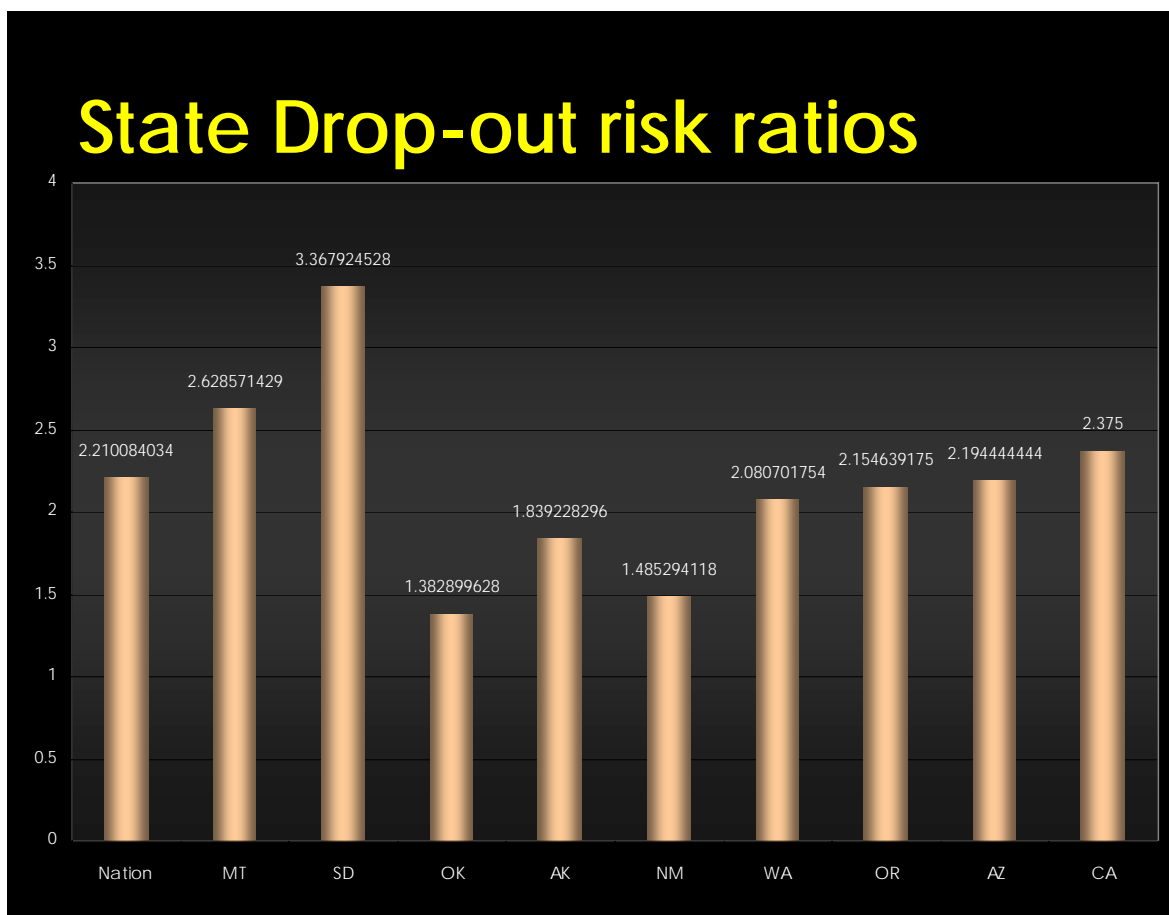
An analysis of data from the 2002 Office of Civil Rights found that the risk ratio for AI/AN students in states with high concentrations of AI/AN students, the expulsion risk ratio was a whopping 3.07:

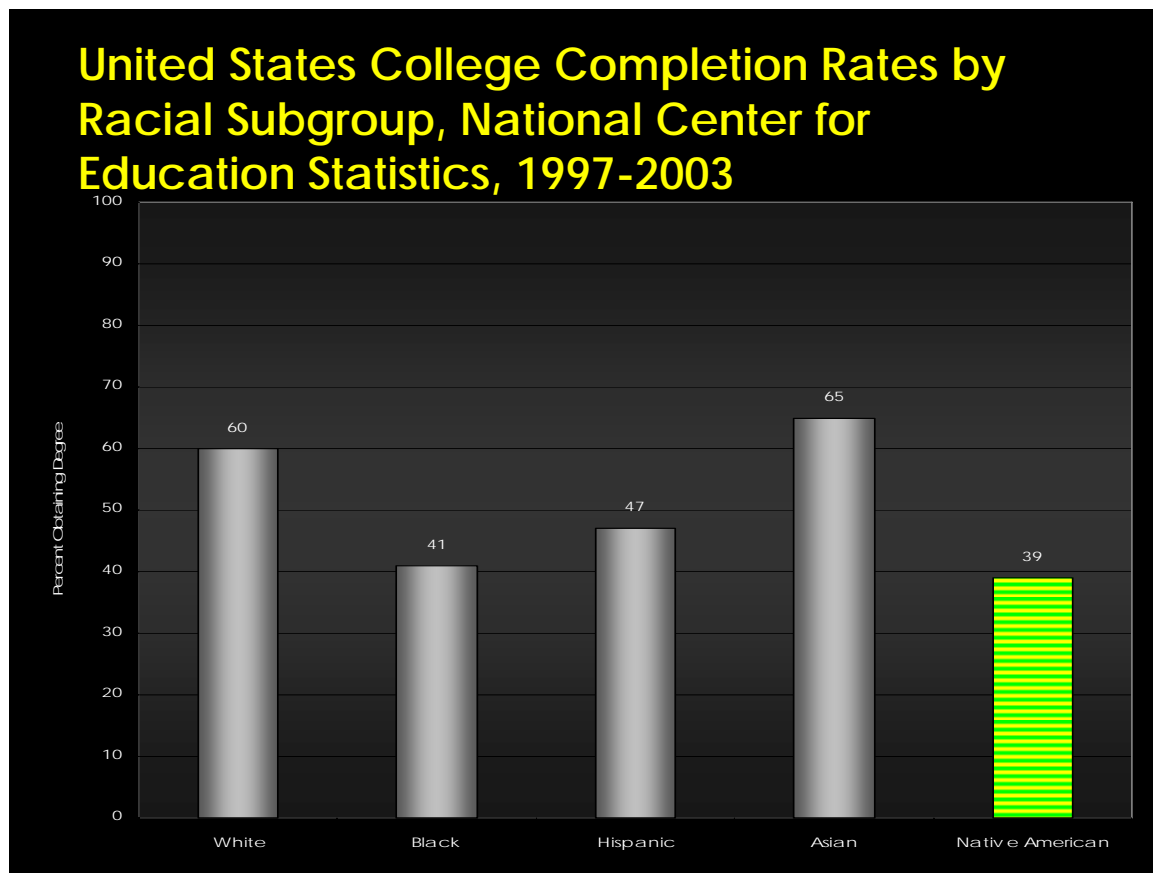
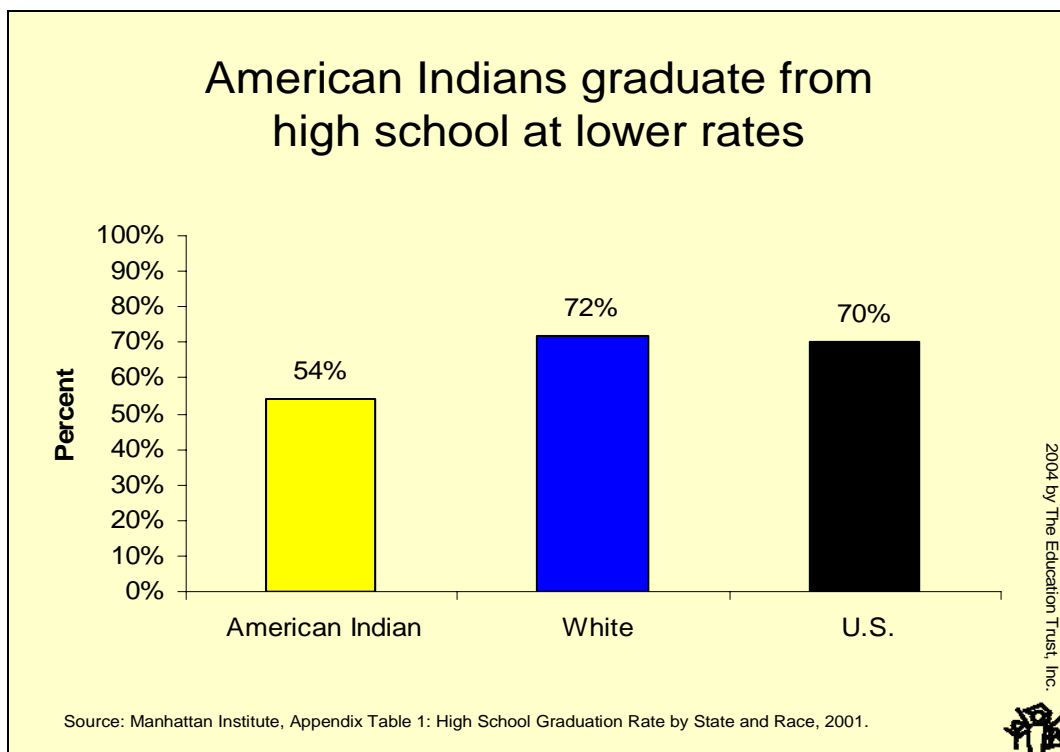
*AI/AN schoolchildren were more than 207% more likely to be expelled from school than their White peers.<sup>ii</sup>*

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## Dropout Risk Ratio:

According to a 2004 study by the education research team, *Editorial Projects in Education*, and a reanalysis done for this report, the national drop-out risk ratio for AI/AN students, when compared to White students, is 2.17. Said another way, ***AI/AN students are 117% more likely to drop-out of school than their White peers.*** And that's the average. In South Dakota, AI/AN students are 237% more likely to drop-out than their White peers.<sup>ii</sup>





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Next Steps....

**WHAT CAN WE DO TO  
CLOSE THIS GAP?**

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## DRAFT

(The following are excerpts from the Policy Recommendations)

These recommendations were developed by the caucus members utilizing research and reports from other educational organizations (NIEA, NEA...) as well as their own work in education in their respective states.

**To ensure access for Native students to a curriculum that prepares them for the rigors of a new economy and college, enabling them to fully participate in the workforce, legislators can...**

- encourage state boards of education to position the elementary and middle school standards in core subjects to prepare students for a rigorous curriculum in high school;
- support increased career education and workforce readiness programs in schools so that students see the connection between school and careers after graduation, integrating 21st century skills into the curriculum and providing all students with access to 21st century technology;
- support early diagnosis and intervention programs and reevaluate current placement to reduce the disproportionate numbers of AI/AN students identified as requiring special education services;
- set a bold goal that state public schools increase the graduation/completion rate of AI/AN and Native Hawaiian students to a minimum of 85%, investing additional targeted funding to schools that have a 4-year high school completion rate of less than (70%) for their AI/AN and Native Hawaiian students;
- explore Student Development Accounts that reward students regularly as they make their way through the educational pipeline; and
- create a legislative task force to research and explore options to utilize distance learning as a tool for instruction for students who are at risk, students in rural communities with hard to fill instructional areas, and for alternative learning environments;

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**To address the multi-dimensional, contextual problems associated with decreased achievement in schools thereby helping students arrive at school ready to learn before they enter school and every day during their school years, legislators can...**

- establish an interim state legislative committee on communities and children in poverty that would include the expertise of all executive agencies (education, labor, health, justice, and corrections) to solve issues associated with poverty, with a particular emphasis on AI/AN and Native Hawaiian communities;
- fund and implement a voluntary, universal pre-K program for children ages three and four, with emphasis on areas with high need/high risk children;
- facilitate a collaborative effort between states, the federal government and tribes to: 1) recognize the long term educational and economic benefits to Early Childhood Education and 2) identify policy changes to strengthen existing services (Head Start; child care; preschool; IDEA, home-based, and K-12 services) and create new ones for AI/AN and Native Hawaiian children who can benefit from early childhood education;
- support academic and non-academic enrichment before-, after- and interim school programs that are culturally-appropriate and allow for the creation of culturally relevant learning environments; and

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**To offer the best teaching force to AI/AN and Native Hawaiian students, legislators can...**

- offer incentives or grant programs to teachers in hard-to-staff schools that include options like loan forgiveness, higher rates of pay, and/or assistance with home purchases;
- provide adequate housing for teachers in rural, isolated, tribal communities to schools that meet a criteria established by the state educational agency as serving a rural and isolated community without adequate housing for teachers;
- support incentives for teacher education programs at colleges and universities (including tribal colleges) that recruit and retain high-performing and diverse students to become teachers, as well as programs that focus on the unique needs of Native children; and
- create incentives for AI/AN and Native Hawaiian teachers who teach in Native communities to become Nationally Board Certified.



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**To increase the voice of Native peoples and their participation in the work of schools, and to make schools more culturally congruous places for Native children, legislators can...**

- include AI/AN and Native Hawaiian representation on education boards, departments, and committees at the state and federal level;
- help state and local boards of education increase their parental/guardian involvement among AI/AN and Native Hawaiian families through innovative pilots;
- investigate new ways to involve families in students learning at school and at home in creative ways so that all families – single, poor, minority – can support their children's academic achievement, help their children engage in healthy behaviors, and stay actively involved in their children's education from preschool through high school graduation;
- ensure that Native students are included in after school programs by providing resources to schools with at least a 40% poverty rate (as measured by the free/reduced lunch program) to offer ongoing student activities, including school-sponsored activities and activities developed in partnership with community organizations, over the course of the academic year;

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**To increase the visibility of AI/AN and Native Hawaiian student achievement through the dissemination of best practices and research for Native students, legislators can...**

- request annual reports conducted by the K-12 State Educational Department to be delivered to the legislature, Governor, tribal councils, and other state leadership organizations on Native student achievement – including assessments administered in compliance with the Elementary and Secondary Education Act, graduation and completion rates, special education enrollment rates, data from the Office of Civil Rights on suspensions and expulsions, and other data routinely collected by state educational agencies on their K-12 school districts;
- integrate data systems to track students' P-20 progression and their transition into the workforce using an identifier that stays with student across districts and provide adequate financial support to build and maintain such data systems;
- support public and private grants for pilot projects to research and implement best practices for K-12 students in communities demonstrating large percentages of high-risk student behavior (as determined by the state education agency) including such factors as communities demonstrating a 40% or more poverty level, high rates of families dependent on public support, high teen pregnancy rates, high rates of crime, and other factors that impact student academic success;
- direct K-12 schools to develop an evaluation system that investigates reasons for the disparity in rates of suspension and expulsion for AI/AN and Native Hawaiian students and their non-Indian peers, and to take appropriate steps to make changes, if appropriate, to create a more equitable system of discipline for all students; and

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**To ensure an adequate distribution of resources to Native students, legislators can...**

- ensure adequate financial support to high-need K-12 schools to meet the increased expectations; and
- examine the funding formula in your state and work to provide adequate funding to the neediest schools, realizing that Native students will likely need more resources.

## **Montana's Steps...**

**Definition of Quality Education includes “needs of Indian students” and “At Risk Students”**

**At Risk funding 2005 and 2007 Sessions**

**Closing the Achievement Gap for Indian Students funding for 2005 and 2007**

**Student Data System will provide access to AI/AN data and progress.**